

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVI.

ST. LOUIS, APRIL, 1883

No. 4.

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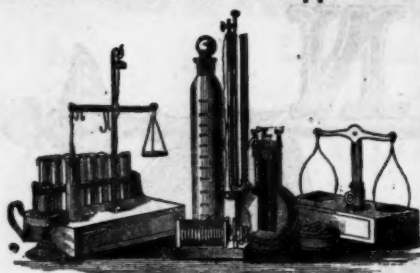
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AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVI.

ST. LOUIS, APRIL, 1883.

No. 4.

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sed in the communications of our cor-
respondents.

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ponsible for such articles as appear
over their own signatures or initials.

What people want is not talent so
much as it is purpose; in other words
not the power to achieve, but will to
labor. I believe that labor judicious-
ly and continuously applied becomes
genius.

OCCASIONALLY, those who are enti-
tled to a copy of the *American Jour-
nal of Education*, fail to receive it.

In so large a list as we mail, errors
sometimes occur, in spite of the most
careful management.

If those who fail to receive a copy
promptly will kindly notify us by
postal card, we shall be glad to cor-
rect errors, and to re-mail numbers
which they have missed.

We want every person entitled to
the JOURNAL to get it regularly and
promptly, and if our friends who fail
to receive it thus will let us know,
we shall feel under obligations to
them. It shall be sent!

STATE CERTIFICATES.

HON. W. E. COLEMAN, State
Superintendent of Pub. Schools
of Missouri, in a letter of late date,
informs us that he will hold an ex-
amination in each Congressional Dis-
trict, during the Summer, in order to
accommodate those who desire a
State certificate.

The date and place will be made
public some time previous to the hold-
ing of such examination, that all who
desire to secure them can have time
to get the notice and attend.

DR. LAWS and his strikers will do
well to cut out and paste into their
hats the following resolution intro-
duced into the Legislature by Hon.
David Bonham of Andrew county:

"Resolved, That it is the sense of
this house that they will withhold any
and all appropriations from said uni-
versity until the said Dr. Laws shall
have tendered his resignation and the
board of curators have accepted and
approved the same. And it is the
sense of this house that it is for the
best interest of this state that his
resignation is demanded."

Of course the resolution did not
pass. It was not discussed at length
except on one side—if it had been,
Dr. Laws would have been sent to
Canada again, "for the good of the
State."

EDUCATIONAL APPROPRIATIONS.

Editors American Journal of Education:

THE following are the appropria-
tions by the Missouri Legislature
for educational purposes for the years
1883-4:

One-fourth of State revenue for 1883, \$392,242 14	
Interest on school fund, 1883.....	174,540 00
Est. 1-4 State revenue for 1884.....	400,000 00
Interest on school fund, 1884.....	174,540 00
State school moneys for 1883-4.....	1,141,322 14
State University for building \$100,000	
" for support.....	14,840
Agricultural College, debt.....	23,000
School of Mines and Metallurgy.....	15,000
Total for State University.....	192,840 00
Normal School 1st Dist, supp't.....	30,000
" repairs.....	15,965
" 2d Dist. support.....	20,000
" repairs.....	15,000
" 3d Dist. support.....	30,000
" repairs.....	12,730
Total for Normal Schools.....	103,745 00
Lincoln Institute, support and repairs.....	16,000 00
Deaf and Dumb Inst. ".....	118,500 00
Blind Asylum ".....	57,000 00

Total for Educational Purposes.....\$1,629,407 00
W. E. COLEMAN,
Superintendent Public Schools.

Our teachers in Missouri ought to
be paid at the end of each month, as
other State and county officers are
paid, and as they are paid in Illinois
and some of the other States.

If the "estimates" are made ac-
cording to law, and the taxes collec-
ted according to law, this can be
done not only in Missouri and Illi-
nois, but in every other State in the
Union.

Let us do our teachers the justice
to provide for this prompt payment
without further delay.

THE Curators of the State Univer-
sity of Missouri should remember the
truth so clearly stated by the poet,
Edwin Arnold:

"Hard it is to conquer nature: if a dog were
made a king.
'Mid the coronation trumpets he would gnaw
his sandal string."

Miss HULDA A. LOUD attended
the recent town meeting in Rockland,
Maine, and urged that the salaries of
the teachers in the public schools be
increased. As a result, the appro-

ILLINOIS.

THE third Saturday in April comes
to be a very important day for
the school interests of the State of
Illinois.

About 12,000 school directors are
to be elected on Saturday, April 21st,
who will have in their keeping the
educational interests of the children
of the State.

If the people elect intelligent, wide
awake, progressive school officers,
Illinois will take a step forward and
upward. If they elect men indiffer-
ent to this great interest, to this im-
portant position, Illinois will take a
step backward.

priation for schools was increased
\$1,000. This is the first time since
the town was incorporated, that the
teachers' salaries have been raised.

The school interests of the State
are vastly more important than the
wheat crop, or the corn crop, or any
other.

If the third Saturday should be
agreed upon to fix the price of pork,
or of wheat, or of corn, there would
be a pretty large representation and
a great deal of interest. But the ed-
ucation of the children is worth more
to the State than the wheat or the
corn or the hogs.

We hope this matter will be looked
into, and that the right men will be
elected.

The Bible, says Felix Adlar, con-
tains the songs and prophecies that
burst from human souls when the
moral ideal first dawned upon them
in all its sublime grandeur; and
those first expressions of astonish-
ment and enthusiasm and self-forget-
ful love have never been equalled by
any subsequent expressions for fresh-
ness and might.

The indispensable condition of de-
velopment is fidelity to all the light
that has been given.

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WOMAN'S WORK.

DR. ELIOT, Chancellor of Washington University, says:

"Our public schools are, to a large extent, under the care of women, and so well has the experiment worked, that the tendency in that direction increases every day. We have no doubt that with trivial exceptions the education of all children under the age of fifteen, both boys and girls, will eventually be intrusted to women, not only in the public schools, but in all others. How far it will reach into the higher departments of classical and scientific instruction we do not know, but I can see no limitation except that imposed by expediency—that is to say, the best interests of those who are taught.

We regard this tendency of educational work to come more and more under woman's control, as one of the best and most hopeful signs of the times. It is a proof that the old reign of force is passing away, and that even young America, so impatient of restraint, can be effectually governed by the law of gentleness.

It is a change by which the cause of education in all its departments has much to gain. Women are by nature better teachers than men. They are more patient with the young, more sympathetic, more hopeful, and have greater facility for imparting all they know. Their moral and religious influence, also, under the American system of education which excludes direct sectarian or theological instruction, is almost sure to be more positive and beneficial; thereby lessening or removing the dangers incident to the separation of secular and religious schools.

Children reared under the influence of educated, right-minded women are in little danger of losing their reverence for God and his laws, and they will be unconsciously trained, all the time, to higher regard for the virtues and principles on which Christian civilization rests. For their denominational, religious and theological training they must look to their parents, the Sunday School and the church.

If these facts are rightly stated, it is impossible to over-estimate the importance of woman's work in the United States. Upon woman as the educator of the young, not only in the nursery but in the school room, the destinies of our country will depend. Who can exaggerate then the importance of giving her the education indispensable to the right performance of her task?

Who will grudge the expense of securing for her the requisite knowledge and skill and strength of character to enable her to instruct the rising generation in useful knowledge

and habits of self-control? Every dollar so expended will return to the community and to the State an hundred fold.

At this moment there is an army of women teachers in our own State of Missouri not less than six thousand strong. If we could impart to all of them the culture and intellectual attainments which the best educated among them already possess, it would be a greater gain to Missouri in the next ten years than if our whole State debt were paid.

What special education should be given to women to prepare them for their educational work, we cannot now stop to consider. It must continually advance with the advancing demands of society and the higher work given them to do; and a part of it, at least, should be done under the technical system of the Normal school.

But perhaps something of the Normal school idea should be carried down into the Grammar and High school. A certain degree of reference might be paid to the probable life-work of girls, by teaching them the art of teaching, or by so teaching them that the art may afterwards easily be learned."

LONGER SCHOOL TERMS.

WE have information from a wide circuit at hand, not only in Missouri but in other States, that school officers are cheerfully co-operating with teachers to provide the schools with more tools to work with.

Wherever the facts and arguments in regard to the necessity for these things have been presented, they have attracted the attention of school directors, and plans are already laid by which provision will be made to purchase and pay for these helps.

Teachers themselves can do vastly more work, and it adds a hundred per cent. in value to the wages, both by the greater amount of work that can be done, and the better work they can do.

Children need maps and globes to help fix their attention, and to locate cities, rivers, mountains, lakes, &c.

It is a move in the right direction.

The school meetings to be held in April in Missouri, will be more largely attended than ever before, and in a number of places provision will be made to run the schools from six to eight months, instead of three, as has been the case heretofore.

The children lose, by being out of school nine months, about all they gain by attending school three months—so it is about as well not to have any school, as to have it only three months in the year.

Times are better, money is more

plenty, and arrangements should not only be made to continue the schools from six to nine months, but the further provision should be made that teachers shall be paid at the end of every month, as other State officers are paid. In time this will be done.

Texas, Arkansas, Mississippi, Louisiana, Tennessee, and other States, are providing for longer school terms and to employ better teachers. The public sentiment of these States is changing rapidly in favor of the public schools, in favor of continuing them from six to nine months, and in favor of employing better teachers.

Let the facts be laid before the tax-payers, as to the value and necessity of the work our teachers are doing, and there will be no mistake about provision being made for longer terms.

EDUCATION IS INSURANCE.

CIVILIZATION must be paid for. Education is the insurance upon civilization. It must be kept up everywhere, for the risk is everywhere.

To leave the child of the pauper uneducated, is to incur as great risk of destruction by the fires and floods of ignorance and crime, as if he were the scion of wealth and place.

So, too, in the nicely balanced forces and relations of localities, the neglect of a county or a township, may in some vital emergency, destroy the institutions of the whole country by remote or even by immediate results. Hence there can be no admission of the doctrine that the General Power can yield the right to educate when necessary to the general good. This power is indispensable to preserve the parts as well as the whole."

The above is an extract from the admirable speech of Hon. H. W. Blair, delivered June 13, 1882, before the United States Senate.

This extract is now of special force and timely application, in view of the terrible damages to property and life by the Ohio floods:—floods which no insurance could prevent; which, if possible, should and would have been prevented at any rate of insurance, even to the extra hazardous, that the owners of property and the endangered people could pay; which have done damages which can never be repaired, and other damages that can be repaired only little by little, after many years, and after the helpless victims of the raging waters have died off, or removed far away—such damages as will leave the wrecks and ruins and traditions as a fearful heritage to coming generations, to children's children.

Let us repeat it in Blair's pithy and powerful statement: "Education is the insurance on civilization."

Thank God! It is all that, and it is even better and more than he claims. Education is the insurance that will ensure and guarantee our civilization in the sense of paying for it if devoured by Chicago fires, rebuilding it, or if overwhelmed and swept away by destroying flood; it ensures the stability, the unbroken stability, the continued and the increased safety, the constant growth and augmentation of our civilization amidst all classes of the community, from the highest to the very lowest.

It ensures the enactment of more equitable laws, to guard the rights of every man and woman and child; it secures the mutual regard, the brotherly appreciation of all our people as fellow citizens, as educated alike and alike enlightened to see each other's interests as inseparably bound together; it fraternizes our rising generation, opening equally to all the rewards, the benefits of good government, and elevating each voter to the same rank as a sovereign.

Such education overrules selfishness; curbing its cruel and tyrannical impulses—and showing it the truth that self cannot safely enjoy its own, unless it is protected against the demands of self in a thousand other hearts beating close against its own.

Self sees clearly, when thus taught, the imperative necessity of restraint and denial, if its own wealth, honor, home, welfare, are to be guaranteed by public peace, and mutual forbearance, where no longer "Might makes right," nor "To the victors belong the spoils."

Self, thus enlightened, sees that no Hindoo castes, no old Egyptian priesthood, no Roman patricians, no European lordlings nor autocrats, no privileged classes have any permanent and legal hold upon our community. Society here rests on no such basis as in the old world of Asiatic civilizations, nor in the more modern world of the clashing civilizations of Europe.

DANGERS FROM WITHIN.

"GESTA CHRISTI," by Brace, just from the press, is very instructive. Such writers enhance our estimate of the civilization, culture, enlightenment and humanity of the United States; but yet warn us to beware. The dangers from within are greater than all the foes from without,—much as if the garrison of Gibraltar were split with civil feuds; bent on mutual destruction.

Rev. Joseph Cook has just stated that the \$7,500,000 now spent annually on foreign missions, would not pay the liquor bill of the United States for three days, nor that of England for two days.

Education would change this very largely. Ignorance and drunkenness are mutually cause and effect, each increasing the other. Go to the "Rum Ward" of New York city, and search through it, as lately mapped out in the *Christian Union*.

Vice and crime go hand in hand with ignorance.

Senator Blair says—page 14: "We consume every year \$700,000,000 in alcoholic beverages. The interest on the money paid in one year for alcohol and tobacco by the American people, would, if judiciously invested, relieve them from all taxation hereafter for the support of common schools at the present rate of expenditure. We are liberal in self-indulgence. We are economical in self-denial, even for our own good. But parsimony to the schools, is death to the Republic.

The patriots, the philanthropists, the selfish, even, should be the zealous friends of education.

Better lay out a hundred millions in ten years, to insure and protect, than three hundred millions to rebuild upon the ruins after the fires and floods.

THIS OR THAT.

BY ANNA C. BRACKETT.

IT makes all the difference in the world to a teacher what his underlying theory of school is, explicit or even implicit, for by it every recitation and every regulation of his school will be shaped.

The question is whether he thinks accumulation of knowledge or development of mind power to be the one great thing, and we do not need to listen to more than one recitation of his to find out. For his questions and the general plan of the recitation must betray one or the other of these opinions.

If he hold to the former, he will use his facts and explanations as aims and ends: if the latter, as means.

The same theory will direct the government of the school, for with the first-mentioned theory, the main point will be the maintenance of the strictest order there and then: with the other, the cultivation of a power of self-control, for future use. The first theory gives its attention to the present, the second, to the future.

The first demands results which can be reduced to figures by means of examinations, and shown to the ear and eye by exhibitions and graduating exercises at the close of every yearly session. The other leaves the justification of his work to the lives of the boys and girls when they shall be men and women.

The former sends out its pupils, "wise in their own conceit," with the

conviction that their work is all done and that they themselves are the finished products of a perfected system: the other dismisses them conscious of the great ocean of truth on whose shores they have walked, into whose recesses they have had glimpses—humble and earnest.

The one revels in boundaries, dates, lists of kings, rules for arithmetical operations and patent methods for disposing of all the words in awkward English sentences which should never have been written, or if written should have been quietly blotted out. The pupils trained by the other know but few exact dates, but each century is to them a focus of impulses and results. They cannot tell us all the branches of the Mississippi on each side, or all the towns on the right bank of the Rhine, but they can with half a dozen lines block out any country and show you the general course of streams and the relative position of its principal towns.

The most advanced teachers of the former theory will require the learning of the rules in the arithmetics; sometimes, as in the case of the famed Philadelphia school, the mention of the marks of punctuation as they occur in the said rules; the others will have pupils who will hesitate because they are in a strait between two genuine opinions, and who will finally decide as to one way of performing an example, as preferable to another.

The pupils of the former teacher will learn to think, those of the latter to remember. But because the remembering is mere remembering it will not be permanent. The others will not need to remember many details, because their minds can decide for themselves what those details must be as results of general principles and everlasting laws.

The graduates of the former will pass competitive examinations with flying colors, and obtain positions where they will proceed to train up other classes of boys and girls on the model after which they were formed.

Those of the other will not make so high percentages, but will establish schools where the mental air will always blow fresh and free, and where there will be always play for individual growth.

The schools of the one will be crystallized, those of the other, plastic; the mark of the one on the outside, visible to all beholders, like the stucco ornaments on the front of a modern house; the results of the other, like the strong foundations which bear up the whole structure, holding it firm against wind and storm, and which will be strong enough to sus-

tain future buildings when the demands of fashion or of business shall call for another style of architecture.

We must each one of us belong to one or the other class.

Let us lay to heart the following words of Arnauld: for all wisdom is not of the nineteenth century, neither is America its exclusive abiding place:

"There is nothing more desirable than good sense and justness of mind—all other qualities of mind are of limited use, but exactness of judgment is of general utility in every part and in all departments of life.

We are too apt to employ reason merely as an instrument for acquiring the sciences, whereas we ought to avail ourselves of the sciences as an instrument for perfecting our reason; justness of mind being infinitely more important than all the speculative knowledge which we can obtain by means of sciences the most solid. This ought to lead wise men to make these sciences the exercise and not the occupation of their mental powers. Men are not born to employ all their time in measuring lines, in considering the various movements of matter; their minds are too great and their life too short, their time too precious to be so engrossed; but they are born to be just, equitable and prudent in all their thoughts, their actions, their business, and to these things they ought especially to be trained and disciplined."

It is only a question of time when the ballot shall stand among woman's conceded rights, and the tendency that way is daily proved by their admission to separate holding of property, and to a great variety of offices and official trusts, which have heretofore been considered out of their proper reach.

Thus in England, in London and Manchester, several women have been placed upon the board of education for control of the national or public schools, and they received larger votes than any other educational candidates. At these elections also, all women tax-payers were entitled to vote. The same thing, as to election of women for school directors, has taken place in several parts of Illinois, Massachusetts and Kansas.

Why should it not take place in Missouri, and in all the other States?

GROWING RICH.

THE demand from Europe for our products is growing, and will absorb, at good prices, the surplus corn and wheat we have to spare. The following exhibits the volume of our breadstuff crops for 1882 (which is now moving), as compared with the crops corresponding in 1881:

For 1881 our wheat crop was 380,000,000 bushels, our corn crop 1,194,000,000 bushels. For 1882 the wheat crop was 510,000,000 bushels and the corn crop 1,635,000,000.

These figures for 1882 are undoubtedly below the real facts; but taking them as correct, it will be clear that we shall have at least 250,000,000 bushels of wheat which we can part with for export, and 700,000,000 bushels of corn; and, as we have shown, all this will be wanted abroad.

As to our cotton, our crop for 1881 was 5,435,000 bales, while for 1882 it will amount to at least 6,800,000 bales, of which latter we are likely to ship between four and five million bales.

We are able to educate our people here in the United States.

We ought to pass Blair's bill without further delay.

A HARD TUG.

WE brought it through, but it was a hard tug.

Laws explained to the members of the Legislature that his publication of the fact in his report, that they were "buffoons, guilty of *brawling and rampant ignorance*," referred only to those who cheered him by "rattling the spittoons," when he had talked two or three hours to them two years ago.

The statement, he claimed, he did not intend to apply generally to the members—but only to those who manifested their applause in this way.

Then, too, we were able, with the help of Major Rollins and Colonel Switzler, to keep Laws away from the State house this year. He had the members—as far as they could be induced to do so—call at his room, and he explained away the offensive epithets in his report, and the objectionable statements of his St. Joseph speech.

In place of his usual bluster and arrogance, it is said he substituted few bottles of—"soothing syrup!"—and in view of the more intelligent and general interest felt in education all over the State, members of the Legislature rose above their personal dislike of Dr. Laws, and voted for the appropriation.

It will be an easy matter now to let him down, and as the *Post-Dispatch* said some time since, he should be speedily "kicked out."

We should sooner expect humming birds to hatch eagles, than Dr. Laws to train, scholars, statesmen or patriots. He is oblivious from lack of culture, training or association, of the qualities which enter into either scholarship, statesmanship or patriotism.

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OUR LITTLE TRUANT.

"DAISY! Daisy Crofton!" called an impatient voice from the kitchen.

"Coming mamma," and closely following her words, pattered the bare feet on the porch, and a merry, round face, set in a fringe of brown hair, peeps in at the door.

"Have you washed the breakfast dishes, tidied the dining room, and made the beds up stairs?"

"Yes'm, and fed my canary," Daisy replied, with a decided nod that shook every brown curl.

"Just see if the parlor needs dusting. This is washing-day and the minister always calls when things are at sixes and sevens."

"But its dark in there, mamma, and he can't see the dust if he does come, and the clock struck eight hours ago," argued the child.

"Why daisy, what a lazy shiftless girl! Where did you learn to exaggerate so? Go this moment and do as I bid you. There are things to learn at home as well as at school; you needn't be in such a hurry to go."

Whatever other faults Daisy might have, she was no eye servant; every speck of dust on carpet and furniture was carefully removed, the big Bible lifted and gently laid on its crimson mat; papa's papers were placed in the receiver. Then Daisy filled the vases with crocuses, and with a satisfied glance of approval said, "Now Bro. Cole may come and look at everything in the room, and I guess he'll say its nice, too. I'll bring mamma a pail of water from the spring, then if I run all the way to school may be I will not be late."

Scarcely had Daisy reached the gate when a baby voice called, "Wait sister, me go!" No frown darkened the sunny face as big sister waited, but the merry song died on her lips, and swinging the tin pail round till it flashed like a mirror in the sun, she quickened the baby's steps.

"Oh Tot, let us see who will be first at the spring!" and away they went, Daisy and Carlo far ahead. Tottie's feet caught in the long grass, and many moments were wasted in getting her upright and hushing the wail because she was left behind. Carlo, in starting for another race home, spilled some water on Daisy's dress.

"Dear me, what a careless child!" was the greeting as the children entered the kitchen. "Go up stairs directly Daisy, and change your dress. It is 'most too warm for your gingham but put it on and go round by Aunt Huldah's and get that pattern, and I'll finish your new calico to-morrow."

"Can't I get the pattern this even-

ing?" asked Daisy, thinking of this added delay.

"No. I want you to come home by the store and bring the thread and buttons."

Once arrayed in the pretty gingham Daisy hastily packed her lunch and snatching her sunbonnet and satchel from the rack, ran across the field to Aunt Huldah's.

She found that good lady in the barn-yard feeding a new brood of chickens. Daisy stood and counted the yellow, fluffy darlings.

"Why, Aunt Huldah, there's thirteen!"

"Yes, a baker's dozen," was the smiling answer.

When they went into the house, Aunt Huldah gave Daisy two red apples and a seat by the window while she looked for the pattern. Ten, fifteen minutes slipped by; then Aunt Huldah came back into the room looking pleasantly over her spectacles at the little girl watching the clock uneasily as she fidgeted in her chair.

"I believe this is the pattern," she said, holding up a brown paper parcel.

Again the child, trying to shut out the enticing sights and sounds around her, made double quick time down the green lane.

The mocking-bird whistled from the sweet gum; the squirrel chattered from the wall; and oh, the brightest butterfly flitted almost in reach of her hand!

"Mr. Blake's apple trees are all in bloom!" exclaimed the child. "I haven't seen one before this spring. They must be earlier than ours. I will take some to Miss Preston. Mr. Blake always lets us have the flowers and fruit that lean over this side of the wall."

Depositing lunch and books on the grass Daisy climbed to the swaying boughs, but some loose stones fell from their places throwing Daisy, her hands full of pink and white blossoms, to the ground.

"Oh, oh, I think my foot is broke!" she moaned, as with difficulty she stood up and limped painfully along.

It was half past nine o'clock when a shame-faced little pupil crept into the school room. Miss Preston was in the midst of an explanation in arithmetic, and vexed at the interruption, said impatiently, scarce glancing at the child, "Daisy Crofton may take her books and remain on the floor before the school, that all may know what an indolent little laggard she is to be so late this morning."

"Indolent," when she had helped mother all the morning? "little laggard," when she had run every step until her foot was hurt?

Oh, unjust accusation! Hasty words so soon to be regretted.

Without any attempt at self-justification Daisy stood wearily on her sprained ankle till the long recitation hour had closed. Then for the first time Miss Preston noticed the white face and the brave attempt Daisy was making to keep back the tears.

Calling her to her side, with a few kind words she encouraged Daisy to give an account of the accident.

"And why did you not tell me of this sooner?" she asked, thinking how the swelling had increased in the sprained ankle through her unjust punishment.

"Cause you never asked me," sobbed the child, and you did not see the apple blossoms I gathered for you."

Miss Preston took the sweet blooms and gently pressed them between the leaves of her Bible. "I will keep them always, Daisy, and when I open this book to read our morning lesson, I shall see these and they will help me to be more patient and forgiving towards my small transgressors."

"I thank you for the flowers, but remember the best gift you can bring me, bright and early each day, is your own dear self, Daisy, and do not again let your love for me lead your feet into danger and temptation."

For many days Daisy was confined at home with her lame foot. When Miss Preston called to see her pupil Mrs. Crofton treated her coldly.

"You must not blame my teacher," said Daisy, acting the part of peace-maker. "She did not know I was hurt. It's against the rules to be late, you know, mamma."

"Part of the blame lies at your own door, sister Martha." Aunt Huldah spoke her mind on all occasions, and always called Daisy's mother "sister Martha."

"When folks keep a child trotting from sunrise till nine o'clock, then send her half a mile 'cross lots after a pattern, and expect her to get to school in time, its expecting a heap more than will ever happen! If you start your little gal for school at half past eight every morning, giving her time to enjoy the fresh air and sunshine, to peep at the bird's nest in the willow, and the chipmunk frisk over the wall; time to walk along with her bright eyes wide open to the beautiful things God made for her to see, and let her gather some posies for Miss Preston, then that teacher who has forty just such boys and girls as Daisy to look after, will have no need to get vexed over tardiness."

"Thank you for your advice, Aunt Huldah," said Mrs. Crofton, smiling. "I have always heard that 'Old maid's children are the best governed.'"

ROSE-OF-TANGLEWOOD.

Thorough supervision necessitates frequent visitation.

SCHOOL OF MINES

—AND—

METALLURGY,

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(State University.) }

—†—

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Exploration and attack of mineral veins and deposits, timbering and surveying of mines, hoisting, pumping, and ore concentration are discussed in detail.

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In this department the aim is not alone to develop and strengthen the reasoning powers, but at the same time to secure such a familiarity with principles and processes as to enable the student to apply them to the solution of the questions that daily arise before the practical engineer, and to prepare him to read with ease the standard works of the profession. To this end special attention is devoted to the infinitesimal analysis and the method of limits in geometry and mechanics, and to the differential and integral calculus and its applications.

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Provision is made in the laboratories for teaching General Chemistry, Chemical Philosophy, Industrial Chemistry, Determinative Mineralogy, Qualitative and Quantitative Analysis, and Quantitative Blowpipe Analysis. Also assaying as applied to gold, silver, lead and copper ores, by fire and volumetric methods.

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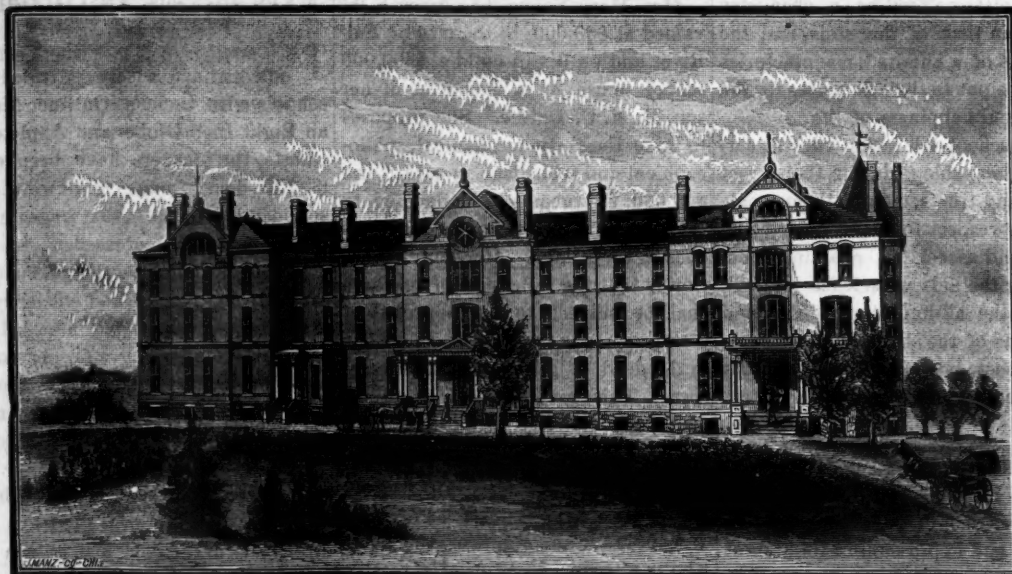
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NEW HALL FOR LADIES' DEPARTMENT, CARLETON COLLEGE.

WE are glad to be able to present our readers with a cut of the new hall just finished, as a part of Carleton College, Northfield, Minn.

We have something to say in regard to the more liberal and extended education of women, in other parts of this journal, and we are pleased to be able to present in this issue notices of two magnificent buildings devoted to this purpose.

It is quite time we were enlarging the educational sphere of woman, so that she may be ready for the new and larger duties devolving upon her, duties incident to the responsibilities of suffrage.

This new hall, Carleton College, is 200 feet long, with north and south projections extending back 100 feet, and will furnish ample accommodations for 100 pupils, beside the teachers and other persons connected with its management.

In the south wing will be found the parlors, reception rooms, office, chapel, and rooms for the preceptors, all finished in native woods.

Most of the rooms occupied by the teachers are in suits, conveniently arranged with a view to health, comfort and ventilation. The second story is almost entirely devoted to suits of rooms for these purposes.

On the third floor are two large society rooms, for the splendid literary organizations connected with the college.

An art gallery, and one or two suits of rooms especially provided and arranged for use in case of sickness, are also on this floor. Ample arrangements have been made for hot and cold water, bathing rooms, and other accommodations.

In the basement there is a commodious laundry, ample for the accommodation of all, which will be at the disposal of those who care to avail themselves of it.

The building has been finished throughout in natural woods, alternating with pine and butternut on the first floor, and pine on the other floors, ending with stairways of oak.

The public rooms in the building, and some of the other rooms, are provided with open fire grates, with wooden or marble mantles.

Great attention has been paid to the perfect heating and ventilation of every room in the building, and a supply of fresh air is provided for each suit of rooms, which is warmed by a bronze steam radiator.

A copious exhaust has been provided for the removal of all foul air, or that which has been rendered unfit for use, so that the health of the pupils has been, as it ought to be, of the first consideration.

The architect, Mr. A. M. Radcliff of St. Paul, planned the work, and it stands one of the most complete institutions of its kind in the country. It is built of brick and cut stone.

The system of heating and ventilation is that of the Haxton Steam Heater Co. of Kewanee, Ill., and so far as it has been tested it has proved to be not only complete, but all that could be desired.

All the rooms of the pupils are suitably furnished with every needed article of furniture, including mattress and pillows. Carpets, and other portions of the bedding will be furnished by those who occupy the room.

This institution has already done so much work, and gives promise of so much more of the best character, that the Congregational churches of Minnesota are vying, one with another, to supply the rooms with every needed convenience.

Under the able management of the Preceptress, Miss Margaret J. Evans, and the care of Miss Lincoln, the Matron, pupils will have every needed attention, and the best of counsel.

Luxuries in the building and furnishing, have, of course, been avoided, but all that could conduce to the substantial good of those who attend has been provided for, and there is nowhere a more desirable place for the instruction of young ladies than is now offered by Carleton College.

The ladies who have charge of this department are thoroughly educated and efficient, and of large experience, and the State of Minnesota is to be congratulated upon having an institution with such rare and extended facilities for the education of young women.

Would it not be a good plan for some of the ladies in the South to avail themselves not only of the superior advantages offered by this institution, but of the bracing climate of Minnesota?

It seems to us that the change from the enervating tendencies of the climate of Mississippi and Texas would be a great advantage to those seeking the best opportunities for culture and education. And on the other hand, it would be a good thing for some of the young ladies in Minnesota, during the stress of the winter, to avail themselves of the superior advantages offered by some of the ladies' institutions in the South.

The exchange of pupils would be of mutual benefit; and Texas with her splendid provisions for female education, and Minnesota with hers, are neighbors now.

So of Mississippi, Louisiana, and other Southern States.

The means of communication are such that Minnesota and Iowa can send their young ladies to the South, while the South can send theirs to the North.

We propose to devote more space and more attention hereafter in this journal to the broader education of woman, and we commence in this

issue by presenting cuts of two splendid edifices devoted to this purpose.

New England has several such institutions, largely and liberally endowed, and there is no reason why we should not have those of equal breadth and scope here in the West and South.

Minnesota and Texas have made a good beginning; let other States follow their example.

CHANCELLOR ELIOT of Washington University, says:

"In America, especially, where knowledge is so diffused, and where the standard of general education is so rapidly advancing, the education of woman must be made proportionately good. To be the intelligent helpmate of man, she must have opportunities correlative to and equal with his.

For the masses this is already accomplished through the instrumentality of the public schools, to which boys and girls are equally admitted, and by which is furnished to the great majority of the community all the education they have time or opportunity to get; and to this equality of educational advantages on the part of the two sexes the general intelligence and improveableness of the American people is mainly due.

But among the more favored classes, including all who lead and control affairs, whether in professional, scientific, artistic or commercial pursuits, a fair chance has not yet been given to women as compared with the educational opportunities enjoyed by men."

No people can long remain free who are ignorant."

The drunkard swills alcohol. Wise men use *Samaritan Nerve*, the king of all remedies.

"Our child had fits. The doctor said death was certain. *SAMARITAN NERVE* cured her. H. Knee, Verilla, Tenn. At Druggists.

"*Buchupaiha.*"

Quick, complete cure, all annoying Kidney, Bladder and Urinary Diseases. \$1. Druggists.

Summer School

—FOR—

Teachers & Others.

Special Session of

The Western Musical Conservatory,
Rolla, Phelps Co., Mo.

Begins June 11, 1883 and closes Sept. 3d, 1883
ADVANTAGES—1. Music on any instrument, four lessons a week, and from six to eight hours practice. 2. Singing and Voice Building specialties, and lessons free to those taking instrumental music. 3. Ability to read, write and speak any one of the principal modern Languages guaranteed. 4. The completion of any one of the higher branches of Mathematics guaranteed.

Tuition in both vocal and instrumental music \$15; tuition in singing and voice building, \$10; tuition in any one of the Languages or Mathematics, \$10. For particulars address

R. W. DOUTHAT, A. M., Ph.D.,
Manager and Proprietor.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS
of this journal:

OFFICE STATE DEPT. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., July, 1890.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

TENNESSEE.

DR. ISAAC L. CASE lately read a valuable paper before the Durhamville Grange at Lauderdale, Tennessee, from which we make the following extracts:

"The farmers of Tennessee have now one of the grandest opportunities for the establishment of schools that will enable their children to take their proper rank with the so-called learned professions that has ever been offered any people.

There is in this State no system of education, with its prescribed course of studies, controlled by State officers, as there is in many States, where the people are becoming more than ever awake to the necessities of the farmer, and are changing the course of study to meet his wants.

EDUCATION OF THE DAUGHTERS.

In these schools the daughters of the farmer must not be neglected. The housekeeper needs education as much as the house builder. The old idea that the education of girls should be only ornamental should be discarded. Practical education is as much a necessity for women as it is for men.

If ignorance is weakness and disaster in places of business where the income is won, it is equally so in places of living where the income is expended. If science can aid agriculture in the fields to use more successfully nature's forces to increase the amount and value of their products, it can equally aid the housekeeper in the finer and more complicated uses of those forces and agencies in the house, where the raw products of the fields are to be transformed into sweet

and wholesome food by a chemistry finer than that of the soils, and the products of a hundred manufactories are to be put to their final uses for the health and happiness of life.

This school education can fit earnest and capable girls for their great duties and trusts, making them equals in every respect to their educated husbands and associates, enabling them to bring the aids of science and culture to the all-important labors and vocations of the household without, in the least, taking away any of that refinement which is their greatest charm.

The elements of language writing and drawing in Appletons' Charts, give us the power of creating and preserving thought and expression in its highest form.

Local school officers should be permitted to exercise discretionary power only in respect to those things which do not necessarily affect the quality of the school.

Mental all-sidedness, which the children get from the first with these maps and charts and globes, comes to mean soon all-powerfulness—by which success in life for this small outlay is at first insured. All get the benefit of all for a very trifling outlay.

To impart strength of mind is not only to have it, but to increase it in manifold ratio.

INDIANA.

MR. MOON, the efficient county superintendent of schools of St. Joseph county, Indiana, says:

"In order to have a prosperous, influential educational future, there must be a general education of the people relative to the school system and the management of our schools. There can be no doubt that it is the intention of the law that the district schools shall be so conducted that every child may receive a thorough course of instruction in the common school branches.

The law clothes school officers and teachers with all the authority needed to accomplish this end, but the idea of law with respect to schools has not fully soaked into the minds of the people yet. The feebleness of this idea of law has been the greatest hindrance to the highest usefulness of district schools."

If our teachers would circulate the printed page more freely, it would do great good.

Another of the Educational Tours in Europe, which in the past five years have been so successfully planned and carried out by Dr. Tourjee, is announced for 1893.

This includes the unprecedented attractions of the past, with new ones added, making it the finest tour before the public.

Mrs. Mary Young has given a lot valued at \$60,000 to the city of Fall River and on it will build a \$300,000 school house as a memorial of her son, B. M. C. Durfee. She proposes to give the city mechanical, philosophical and chemical apparatus and \$50,000, the income to be devoted to the support of education in all branches in the school. Her only condition is that the selection of teachers shall be subject to the approval of certain persons to be named by her in the deed of gift and their successors. This condition has been accepted by the city authorities, and work on the building will be begun as soon as possible.

A note from Whittier, the poet, who is a trustee of Brown University at Providence, to a fellow-trustee, is published, in which he expresses his hope that the "noble old institution" will soon be open to women—a measure, he says, "which I feel certain would redound to the honor and materially promote the prosperity of the college."

The trustees of Columbia College, New York city, received through Hamilton Fish, a petition from the association for promoting the higher education of women, begging them to extend the benefits of the college course to women by admitting them to lectures and examinations. That is all the women asked. Not to become students in the full sense, but to attend lectures and submit their acquirements to examination.

THE Committee on Woman's Suffrage of the Massachusetts Legislature, instructed Mr. Hopkins, chairman of the House committee, to report a bill giving full municipal suffrage to those women who ask to be assessed. The bill will also grant women the same right to hold office in cities and towns as men now enjoy. If the committee find themselves strong enough to carry this measure through, they will at once report a bill with as full rights as possible under the constitution. The debate on this subject promises to be the longest and most interesting for years.

It is a mistake to suppose that men of intellect and culture prefer simpletons for wives, although they often get them, and it is a misfortune to have such women as the mothers of their children. A sound practical education should be given all who have the capacity for it, so that when they enter social life they may be fit for something better than the lavish expenditure of money and vain show.

MAPS, CHARTS AND GLOBES.

IN a number of places where school officers have wisely provided the schools with Camp's Outline Maps, an Eight Inch Globe and Appletons' Charts, the teachers have been enabled to do so much more work and so much better work, that wages have been voluntarily increased.

The plea that these things, so necessary to the success and efficiency of the schools, cannot be afforded, is about like that which a farmer would make in harvest time, if he should say "I have now hired so many men that I cannot afford to buy any tools for them to work with."

The fact that the teacher is hired, and that wages are paid, is the strongest argument which can be presented why these "tools to work with" should be furnished.

His time goes on and the time of the pupils, and why not give him Outline Maps, Globes and Charts? He can do twenty times as much work with them as he can do without them—facts school officers should no longer overlook or ignore.

Appletons' Charts teach reading, writing, drawing, accent—the word method, sentence building; in fact, just those things which most interest and instruct children.

The pictures are vivid illustrations of every day life.

These charts possess the rare gift of being interpreters of the plays and sports and growths of childhood. The teacher must not give in the morning of life a sleeping draught, but a bright inspiring, onward-looking and onward-working power. Living action conquers. In these lessons giants descend to children to form them over by intelligence into giants again, and help them to become a protecting, light-giving angel in strength of will and beauty of character.

The State gets back vastly more than it expends to educate the people. Intelligent people can understand the rights of others, and our schools teach the recognition of these rights, and the duty of observing them.

HORNFORD'S ACID PHOSPHATE For Women and Children.

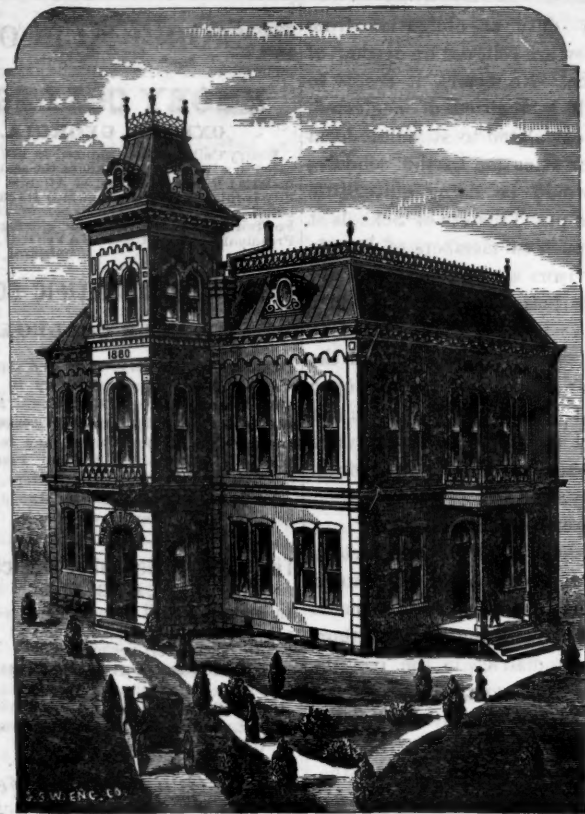
Dr. Jos. Holt, New Orleans, La., says: "I have frequently found it of excellent service in cases of debility; particularly for women and children."

Can't Get It.

Diabetes, Bright's Disease, Kidney, Urinary or Liver Complaints cannot be contracted by you or your family if Hop Bitters are used, and if you already have any of these diseases Hop Bitters is the only medicine that will positively cure you. Don't forget this, and don't get some puffed up stuff that will only harm you.

Skinny Men.

"Wells' Health Renewer" restores health and vigor, cures Dyspepsia, Impotence, Sexual Debility. \$1.



NORTH TEXAS FEMALE COLLEGE.

N. TEXAS FEMALE COLLEGE.

SHERMAN, JUDGE I. M. ONINS, Pres't.

THIS Institution is designed to meet the demand for the higher and thorough education of young ladies. The faculty is composed of teachers of experience, trained in their several departments, and apt in imparting instruction and in developing and training the mind.

The courses of study have been judiciously selected with reference to the results desired and the time which can be given to the acquisition of an education. To meet the wants of those seeking efficient instruction, three courses have been adopted: Classical, Scientific and Normal. In each of these there is thoroughness of instruction, with due attention to the cultivation of manners, morals and habits.

The location of the college has been well chosen. The climate of North Texas has advantages over higher as well as lower latitudes. The temperature is mild and regular. The mercury rarely registers below 30 or above 90 degrees.

Sherman, the county seat of the most populous county in the State, is situated on the Houston & Texas Central Railway, 378 miles north of Galveston, and 12 miles south of Red River, the northern boundary of the State. It is accessible by rail from every direction, and is attracting public attention as an educational centre. There are located here one male and three female schools, and

to keep pace with these institutions and to prepare students for them, the city will erect during the year, for the use of the public graded schools, a large and handsome edifice. The population is moral, the society is cultivated and refined, and the church privileges ample.

Sherman is a healthy town.

The buildings of North Texas Female College are admirably suited to their uses. The college building is new and commodious, with suitable lecture and recitation rooms. The president's residence, which is adjacent to the college and connected with it by a covered walk, has, at present, accommodation for a family of sixty persons; every room is lighted by gas and well ventilated.

The house is furnished with convenient bath rooms, and has nearly six hundred feet of gallery, protecting it from rain and sun, and affording ample room for exercise. The president's home is a home for every member of his family.

The schools of Drawing, Painting and Music afford facilities for obtaining the highest culture in these arts.

Liberty controlled by ignorance is a Barmecides feast—but liberty, supported and guided by intelligence, renders all the possibilities of human nature attainable. The highest conception of a great and glorious commonwealth, arms her with the triple powers of freedom, intelligence and virtue, and crowns her with the bloodless laurels of literature and art.

TEXAS.

Editors American Journal of Education:

AS Superintendent of Schools in a small town not a thousand miles from the northern borders of Texas, I am called upon to select assistant teachers occasionally, and of course their applications come into my hands.

Not long since, a graduate of both a High and Normal School applied, and I wish you could have seen the "get up" in form and language of that paper. It was enough to shame any fair Grammar School, and yet this teacher (?) had not only been through the Normal and High, but through the schools below.

The only conclusion I could arrive at was one of pity for a girl to have been induced to believe, as no doubt she did, that being *graduated*, is being educated. I believe she said she led her class in both schools.

Is penmanship a part of the course? Is any attention given to the preparation of papers? Is the subject of letter writing, which your journal constantly urges upon the attention of teachers, given any attention in the ——— schools? T.

TEXAS, March 20, 1888.

DR. J. G. HOLLAND, editor of the *Century*, said: "The teacher who spends six hours a day with my child spends three times as many hours as I do, and twenty-fold more time than my pastor does."

I have no words to express my sense of the importance of your office. Still less have I words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities, and the most devoted Christian purpose.

A teacher should be the strongest and most angelic man that breathes. No man living is intrusted with such precious materials. No man living can do so much to set human life to a noble tune; no man living needs higher qualifications for his work. Are you fitted for teaching?"

We are glad to learn that Prof. W. E. Clark, in charge of the Lancaster Masonic Institute, of Lancaster, Texas, has already worked up a very successful school, with nearly a hundred and fifty in attendance.

The location of the Lancaster Masonic Institute is in a healthy and refined community, and very decided and superior advantages are offered for the instruction and development of pupils.

Prof. Clark will be glad to give any further particulars. Address him at Lancaster, Texas.

Equal to, not above duty.

A TEST OF WORK.

Editors American Journal of Education:

DURING the progress of the Teachers' Association, at Sedalia, the last week in December, I proposed to the members of the convention that we agree upon the following test of our work at our next annual meeting. The suggestion did not meet with the favor that, in my opinion, the subject demands; I therefore beg leave to make the same suggestions to the teachers of the State, through your excellent journal.

The proposition is as follows: That each teacher attending the State Association, bring with him one or more of his pupils, and have a competitive examination of them during the sitting of the Association; that each teacher pay an entrance fee of five dollars on each pupil, and the fund thus raised be divided into five equal parts, each part to constitute a prize to be given to the successful competitor in the following branches: Reading, Geography, Arithmetic, Physiology and Civil Government; the teachers who prepared the successful competitors to be entitled to one-half the prize.

Should this plan be favored by the teachers of the State, I have a plan already matured by which each competitor will be put on his own merit, and by which it will be impossible for any favoritism to be used by those interested, however much they might be inclined to do so. The plan is simple and unique.

Should this suggestion be favorably received by the teachers of the State, and be satisfactorily carried out for a year or two, the Legislature might be induced to supplement the prizes to the successful competitors with scholarships in the State University, and having the names of their teachers and their schools enrolled in the annual catalogue of that institution.

G. W. TURNER.

In each township, town or city, all the sub-districts should form one system, and should be under the control of one board of school officers.

*"Presumption begins in ignorance and ends in ruin." On the other hand, the production of Kidney-wort began with wise cautions and scientific research, and its use ends in restoring shattered constitutions and endowing men and women with health and happiness. "My tormented back," is the exclamation of more than one poor, hard-working man and woman; do you know why it aches? It is because your kidneys are overtasked and need strengthening, and your system needs to be cleansed of bad humors. You need Kidney-wort.

*Why is Mrs. Lydia E. Pinkham's Vegetable Compound like the Mississippi River in a spring freshet? Because the immense volume of this healing river moves with such momentum that it sweeps away all obstacles and is literally flooding the country.

MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to *our wants in Mississippi*, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

We hope teachers and school officers will send us in promptly, reports of what has been done at the annual meetings, so that we may chronicle this progress which is being made, to better the condition of the public school system all over the State.

We shall be glad to publish, more than we have done, extracts from letters bearing upon these points, in the future.

MISSISSIPPI.

JUDGE ARNOLD, in his address to the Alumni Association of the University of Mississippi, said:

"From the facts stated, the deduction is readily drawn, that collegiate education for the male youth of both races in Mississippi, and under the auspices of the State, is on a safe basis, and cannot be impaired or endangered without infidelity to trusts, and indifference to the honor and welfare of the State, which are

INSEPARABLY CONNECTED

with free schools. But these institutions, important as they are, and creditable as they are to the State, constituting her graceful ornaments and Corinthian capitals, do not furnish the facilities necessary for educating the 426,689 educable children in the State.

Collegiate education is within the reach of comparatively but a small number of them. But the common schools are accessible to all, and they are as necessary to support the Universities and Colleges, as they are to meet the demands of general education.

I cannot be mistaken in affirming

that the welfare of the State now, and for all time to come, is inseparably connected with the common free schools, and as we are not able to support generally both private and public schools, and as the public schools cannot be lawfully dispensed with, they are, and must be, the main reliance for the education of the masses in the State."

As a whole, women are better than men, more moral and more refined. We cannot spare them as friends and helpers in the great struggle which is going on.

DEFECTS.

A WISE counsellor, while recognizing benefits and advantages,—if there are defects—will carefully and kindly point them out.

Hon. James M. Arnold said:

"The system of Public Schools in Mississippi, as far as it goes, is an excellent one; but it may justly be objected that it does not go far enough, and I have no doubt but this has resulted from fear of producing prejudice against the system by pressing it too far, and beyond the financial capacity of the people, rather than from a failure on the part of those who framed the present laws, to observe and appreciate the defects to which I shall refer. The

FIRST DEFECT

in the system that occurs to me, is that sufficient compensation is not provided for

COUNTY SUPERINTENDENTS.

The average annual pay of County Superintendents in the State now, is \$181.15. Under the Acts of 1873 it was \$1,044. It is as much too low now as it was too high under the law of 1873. It should be such as to secure good men, and the best men for the position; and their whole time should be devoted to the duties of the office.

Faithful and intelligent local supervision of the schools, while the system is comparatively new, and in our condition, is absolutely necessary to their efficiency. Under the present law, County Superintendents, while charged with many and important duties, are not required to visit or inspect schools. It is recognized that on their present pay, they could not do this in addition to the other duties imposed on them.

It is a misnomer to call them County Superintendents of Education, unless they superintend the schools by visiting, inspecting and giving them personal attention; and they cannot do this unless they are paid for it.

Again, under the present laws, no compensation is provided for Trustees of Schools, and jury service is

the only duty or obligation from which they are relieved on account of their office. No means, it seems to me, should be omitted or neglected, which is calculated to stimulate local interest or attention to the schools; and it would be doing quite little enough to pay Trustees of Schools at least as much as members of Boards of Supervisors are paid, or to exempt them from both road duty and jury service.

Again, under the present laws the schools are required to be kept open not less than four nor more than five months in each year, twenty days of actual teaching making a month. Manifestly, the

TERMS ARE TOO SHORT

to accomplish great or satisfactory results. I submit that they should be extended, or it should be made discretionary with the school authorities in each district, in the country as well as in towns, whether or not the terms of the schools in the districts should be extended beyond the constitutional term of four months, and the present statutory term of five months, and to what extent, not to exceed eight or nine months in each year, and each district to bear the expense of the extension after its *pro rata* from the common school fund and its school fund from other sources are exhausted, and to have power to levy taxes not to exceed say, five or six mills on the dollar for this purpose."

Without some system of rewards to show the progress of the pupils, a school is dead. Issue weekly or monthly reports. Be punctual to the moment in opening and closing school—in beginning and ending recitations. Get a good, ringing bell on your school house. Keep the premises neat and attractive, and the children enthusiastic.

Wisdom and morality are parents of the mental future of your child, which require the animatory nourishment of truth, in reading and in study, by which we unlock doors and open out opportunities for success.

These implements—globes, maps and charts—placed in every school, are the means by which we liberate the ideal man, which lies concealed in every child. By these we multiply power and bless the present and enrich the future of your child for all time.

These well established facts gain new force, as experience in the use of these helps verifies them.

Of the powers we possess we are but trustees, to use them for the benefit of others, and in helping them we help ourselves.

LEADING SCHOOLS.

EMORY COLLEGE, OXFORD, GEORGIA.

Emory College was organized in 1837. It is located in a region (900 feet above the sea) free from malaria; it is 40 miles east of Atlanta. Its Faculty is full and actively engaged; its curriculum broad and liberal. The expenses are small. For full information write for catalogue to the President, ATTICUS G. HAYGOOD, D.D., Oxford, Georgia.

SHEFFIELD SCIENTIFIC SCHOOL. OF YALE COLLEGE.

Courses in Chemistry, Pure and Applied, in Civil and in Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc. For programme, address Prof. Geo. J. Brush, Executive Officer, New Haven, Conn. x3 12-2

The Hershey School of Musical Art. CHICAGO, ILL.,

Affords unsurpassed facilities for Musical Education in every department of the art. Special facilities for Concert performers.

Full term begins Sept. 14th.

Send for circular with full particulars.
H. CLARENCE EDDY, General Director.
Mrs. SARA HERSHEY EDDY, Vocal Director, Hersey Music Hall, Chicago, Ill.

LaGrange College, LaGRANGE, MO.,

Is prepared to give a superior education in Classical, Normal and Preparatory courses of study. Also in vocal and instrumental music. \$150 will pay board and tuition bills for college year. Students for the Gospel ministry and children of ministers whose whole time is given to the ministry free.

Ladies received on same terms as gentlemen. Location easy of access and noted for its healthfulness.

The seventeenth year, under one president, commences September 13, 1882.

For catalogue, address
J. F. COOK, LaGrange, Mo.

To Get a Practical Education GO TO

Johnson's Commercial College

5. W. cor. 3d and Vine, St. Louis, Mo.
Write for Circulars. xv-11

Glendale Classical and English School

A Boarding School for Boys, located at Glendale, St. Louis county, Mo. Opened November 1st, 1882. Both the modern and ancient languages will be made a specialty, and will be taught largely by the natural method. Great attention will be given to instruction in the English branches, embracing Reading, Writing, Arithmetic and Composition, as well as such other practical studies as will prepare the student for any of the business avocations of life. Pupils admitted at any time. For terms and information address the Principal.

E. A. HAIGHT, A. M., Kirkwood, Mo.

ST. LOUIS SCHOOL —AND— MUSEUM OF FINE ARTS,

Art Dep't Washington University

The School is fully equipped with working material, and furnishes instructions Drawing, Modeling, Painting, perspective and decorative Design.

Second term begins Feb. 13th, 1883.
Students may enter at any time.

HAISEY C. IVES, Director.

LOUISIANA.

A PROMINENT citizen of Louisiana, who is doing a large and grand work for the State in building up the school interests, writes as follows:

"In all this I am only trying to pay back in kind, with interest, the few crumbs I received from the scanty educational table at which I fed in the past. The advantages of even a primary education offered the youth in my day, were few and far between. The teachers employed out of the thin and scanty public purse were ill paid. The first reader and a smattering of the four rules of arithmetic were all except what was given in addition by a devoted mother, and I sometimes wonder that I am even honored with a place on the school board; but I shall do what I can to build up the schools in this State.

I enclose an extract from some suggestions I made in a report to the State Superintendent, as showing what we need:

An amendment to the constitution is necessary, to be able to collect the poll tax, making the receipt for same a qualification to vote, otherwise it will be impossible under existing laws to collect from the non-property holders.

Out of the 3,600 voters registered in this parish, only \$822.38 were collected for the year 1882.

Either the amendment or a more liberal appropriation must be made, or our public school system will prove to be a farce.

You will see that the situation is not promising to raise the veil of ignorance in our State.

The colored people predominate in this parish; they outnumber the whites by over 300 in voting capacity, thereby making the situation so much more gloomy in the scale of illiteracy, and they, as a majority, are the individuals who will not pay their poll tax. The poll tax of one dollar is required of every male inhabitant of the parish over 21 years old, to be applied to the support of public schools in the parish, and is one of the principal revenues we should receive to pay the teachers.

Such a state of affairs calls to my mind an article I read some time since in a New York paper, in which it was stated that there were thousands of ignorant renegades and rascals ready and willing to turn their coats wrong side out, at a moment's notice, on the promise of official position—decorated with official badge, with collars and cuffs of purple hue, to set up a nabob and make out of free America an autocrat government.

It is said by many of the wisemen

that such a thing is impossible in these United States. I hope it may be so. Rome, the greatest Republic on the face of the earth, the admiration and pride of the civilized world, saw her day and passed away; her downfall has been complete. Nothing now remains to tell the tale of her ancient glory but the page of history.

The same fate may await this great Republic of ours if popular education and vigilance, coupled with moral and religious training do not avert the impending danger; for when the time comes, as come it may, let not our people's guardians be the dupes and tools of designing politicians, let them not be like the five foolish virgins who forgot to take oil for their lamps, and the bridegroom tarrying, they slept; he came at last; they begged for oil but got none; they went to purchase some, and while they were gone the bridegroom came; when they returned they were told—"I know you not, because you should have waited and watched for the day and the hour."

I trust your journal will go forth to every city, village and hamlet, and be as a beacon light on the hill top, the educational monitor and guide to the rising generation, that they may steer the ship of State safe of shoals, through the stormy waves of the sea of time.

THE Nation itself is responsible for the extension of suffrage, and is under special obligations to aid in removing the illiteracy which it has added to the voting population. For North and South alike, there is but one remedy. All constitutional power of the Nation and of the States, and all volunteer forces of people, should be summoned to meet this danger by the saving influence of education.

Let us see to it that the useful and practical side of every lesson—in reading, and geography, and arithmetic, as well as all the other studies pursued—is brought out and made plain to each pupil. Every fact gleaned is so much capital laid up for use, to make life stronger and better.

- CONSUMPTION CURED.

An old physician, retired from practice, having placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Bronchitis, Catarrh, Asthma and all throat and lung affections, also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge to all who desire it, this recipe in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. Noyes, 149 Powers' Block, Rochester, N.Y.



THE WONDER OF HEALING!

Catarrh. The Extract is the only specific for this disease, Cold in Head, &c. Our "Catarrh Cure," specially prepared to meet serious cases, contains all the curative properties of the Extract; our Nasal Syringe invaluable for use in catarrhal affections, is simple and inexpensive.

Rheumatism, Neuralgia. No other preparation has cured so many cases of these distressing complaints as the Extract.

Hemorrhages. Bleeding from the Lungs, Stomach, Nose, or from any cause, is speedily controlled and stopped.

Diphtheria & Sore Throat. Use the Extract promptly. It is a sure cure. Delay is dangerous. For Piles, Blind, Bleeding or Itching, it is the greatest known remedy.

For Ulcers, Old Sores or Open Wounds its action upon these is most remarkable.

Caution.—POND'S EXTRACT has been imitated. The genuine has the words "POND'S EXTRACT" blown in the glass, and our picture trade-mark on surrounding wrapper. None other is genuine. Always insist on having POND'S EXTRACT. Take no other preparation. It is never sold in bulk or by measure.

SPECIALTIES AND TOILET ARTICLES.

POND'S EXTRACT.....50c., \$1.00, \$1.75.
Toilet Cream.....1.00 Catarrh Cure..... 75
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30 FINE White Gold-Edged cards, name on, for 10 cts. Elegant imported cards, Birthday, Christmas, New Year, Valentine, Easter, 2 Scripture Text, 5 Reward—either for 10c. Any 5 handsomely fringed, 45 cts. Sample book, 25 cts. **F. M. SHAW & CO., Jersey City, N. J.**

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Package containing eight different useful, staple articles, valued at \$7 25, wanted everywhere, will be sent post paid for only \$1, to show my goods, convince you I mean what I say, and start you in business that pays. **J. D. HENRY, Box 127, Buffalo, N. Y.**



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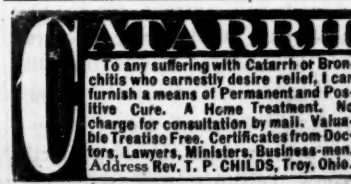
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The Grand Army of Education.

SAYS Senator H. W. Blair, June 13, 1882:

"The common schools of this country are the recruiting ground and the disciplinary camp of the great armies of civilization and freedom and progress."

He is correct. The comparison is eminently just and forcible.

That recruiting ground must be kept abundantly supplied. That disciplinary camp must be kept up to the highest state of discipline for effective service. The children will soon become adults—voters, jurymen, parents, controlling all our chief interests—heirs of our rights, duties and privileges. The ravages of death must be replaced by millions of recruits, young, strong, able, well-trained for the conquests of civilization. They come from the public schools by the million. They enter the ranks where their parents have stood or are yet standing. They are welcome to the front, as better armed and equipped and officered than any former generation ever has been, three to one, five to one, in the use of all the resources of modern inventions and improvements—to work, to think; to help themselves, and to help their fellow-citizens—nay, more, their fellow-men, the wide world over.

These camps are self-sustaining, self-enlarging, self-perpetuating.

Look back to the red school-houses by the road-side, unsheltered, without separate play-ground, without wood room or coal bin, ill-constructed, ill-furnished; teachers ill-paid, ill-prepared to organize, to inspire, to elevate the young in the short session of the winter.

Look around now at the better school houses, with handsome surroundings, with convenient, ornamental and abundant furniture, apparatus and library; with well-trained, well-paid and permanent teachers; with graded courses of study and consecutive text-books, rising to the full course of the High Schools that prepare our sons and daughters for college.

Only fifty years! Yet it seems an interval of ages.

Only fifty years more! it may show still greater progress in schools and education.

Self-enlarging from one generation to another, and destined to be established or set up in all our States and Territories as rapidly as population and funds will warrant, for the new States of the West already far outrun the "Old Thirteen" in zeal, liberality and completeness of school systems.

Not one hundred years yet by a baker's dozen since the great Northwestern Territory was organized.

What is it now? All the States north and northwest of the Ohio and along the Upper Mississippi.

Ah! what visions! Could the old settlers have foreseen the rapid spread of these camp-fires of enlightenment, darting onward far into the wilderness; burning, not to destroy but to illumine and warm and brighten the multiplying millions that now inhabit these new States!

Build a new school house for a new camping ground of truth, light and brotherly love wherever it is needed. Let the community build for itself wherever it has the means, the need and the desire: if not so, then the State should build it: if it cannot or will not, the Nation, aye, the Nation should build it, to insure the welfare, safety, prosperity of its citizens.

The rights and the duties of all citizens coincide and are mutually sustained in this policy. It is planting the school house to prevent and forestall the jail and the almshouse. It is saving the children from growing up as criminals and paupers. It is diffusing peace and good will, to prevent the revolutions that kings and nobles and priests—tyrants of every name—compel by taking away the keys of knowledge and barring up its boundless stores from the masses of the people—down-trodden, ignorant, poverty-stricken victims of long-continued tyranny.

"The British yoke, the Gallic chain,
Were forged upon our necks in vain:
All haughty tyrants we disdain,
And shout, Long live America!"

No standing armies, as in Europe, for us—but a vast standing army of enlightened, free, virtuous citizens, creating just laws with sovereign power, obeying them with cheerful self-respect. A standing army that shall become a hundred million strong all over the land, for many to see whose eyes now trace these fleeting lines.

"God save the Nation."

L. W. HART.

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Success in teaching demands the study of the best methods.

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Clears out rats, mice, roaches, flies, ants, bed-bugs, skunks, chipmunks, gophers. 15c. Druggists.

Recent Literature.

THE recent discussion of Mr. James, Mr. Howells, and other American writers, in the "Quarterly Review" and "Blackwood's Magazine," will lend special interest to an article by Mr. Warner on "Modern Fiction," which will appear in the April "Atlantic." The same number will contain the first act of Mr. James' dramatization of Daisy Miller, which will include many characters and incidents not embraced in the original story; and A New Parishioner, a New England story, by Sarah Orne Jewett.

Dr. Holmes' article in this number is on Pillow-Smoothing Authors, with a Prelude on Night-Caps, and Comments on an Old Writer—[Burton].

A volume of Lectures, Essays, and Sermons by the late Rev. Samuel Johnson, author of Oriental Religions, with a steel portrait and memoir of Mr. Johnson, by Rev. Samuel Longfellow, will soon be published by Houghton, Mifflin & Co.

The new Riverside Edition of Hawthorne's Works is generally accepted as worthy of a writer so remarkable. The two volumes for March will include The Scarlet Letter and The Blithedale Romance, and The Marble Faun.

Dr. Holmes has just revised The Guardian Angel, which will be issued in a new edition very soon.

THE April number of "Lippincott's Magazine" challenges attention by the variety, ability and interest of its contributions. The opening paper, which is beautifully illustrated, has for its subject East Hampton, Long Island, the summer resort of a throng of artists, and hence styled by the writer, Charles Burr Todd, The American Barbizon.

Miss Tinker's serial, The Jewell in the Lotus, is the most captivating story now running through any of the magazines, full of warm human life, yet free from vulgar realism, beautiful in style, vivid in its portraits and descriptions, and animated in its dialogues. Of the remaining fiction, An Every-Day Affair is a capital society story, while Cyrus' Wife and Clock-Work give faithful pictures, humorous and pathetic, of rural New England life. The editorial departments are as well filled and interesting as usual.

FIFTY YEARS' RECOLLECTIONS.—This "Book of the Years," now in press at Peoria, is from the pen of our old editorial friend, Jeriah Bonham, whose labors in the editorial field extend away back in the '50s, and down through the war, and even to this time, both in the political and agricultural press, with other literary work outside both these fields.

The first fifty or sixty pages of the book will give, under the general head of Gubernatorial Recollections, in the order in which they occurred, sketches of the Governors of Illinois, from Bond to Hamilton, the present incumbent, with a brief glance at the politics that governed their administrations. This in itself is a history in brief of the State, of its governmental and political affairs.

Following these sketches come Lincoln and Douglas as the author knew them, and then Eminent Women, all with one or two exceptional citizens of Illinois. Then a promiscuous presentation of prominent men, representing all the professions, vocations, industries and callings; most of these are historical names, but those more recently coming into prominence, it will be the province of the Recollections to make their names historical. The book is truthfully historical—not an advertising feature about it. No paid-for panegyrics, as in some of the county histories in Illinois. No name is given prominence but those entitled to it, and of this the author must be the judge. No partisan bias will be found in it, and the criticisms on public men are impartially distributed.

The Recollections will be ready for delivery May, 1st, and will contain 500 pages, illustrations and table of contents included, bound in library style and best English cloth, with

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No matter what your feelings or symptoms are, what the disease or ailment is, use Hop Bitters. Don't wait until you are sick, but if you only feel bad or miserable, use Hop Bitters at once. It may save your life. Hundreds have been saved by so doing. \$500 will be paid for a case they will not cure or help.

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and all scrofulous diseases, Sores, Erysipelas, Eczema, Blotches, Ringworm, Tumors, Carbuncles, Boils, and Eruptions of the Skin, are the direct result of an impure state of the blood.

To cure these diseases the blood must be purified, and restored to a healthy and natural condition. AYER'S SARSAPARILLA has for over forty years been recognized by eminent medical authorities as the most powerful blood purifier in existence. It frees the system from all foul humors, enriches and strengthens the blood, removes all traces of mercurial treatment, and proves itself a complete master of all scrofulous diseases.

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"Some months ago I was troubled with scrofulous sores (ulcers) on my legs. The limbs were badly swollen and inflamed, and the sores discharged large quantities of offensive matter. Every remedy I tried failed, until I used AYER'S SARSAPARILLA, of which I have now taken three bottles, with the result that the sores are healed, and my general health greatly improved. I feel very grateful for the good your medicine has done me. Yours respectfully, MRS. ANN O'BRIAN, 148 Sullivan St., New York, June 24, 1882.

All persons interested are invited to call on Mrs. O'Brian; also upon the Rev. Z. P. Wilds of 78 East 54th Street, New York City, who will take pleasure in testifying to the wonderful efficacy of Ayer's Sarsaparilla, not only in the cure of this lady, but in his own case and many others within his knowledge.

The well-known writer on the Boston Herald, B. W. BALL, of Rochester, N.H., writes, June 7, 1882: "Having suffered severely for some years with Eczema, and having failed to find relief from other remedies, I have made use, during the past three months, of AYER'S SARSAPARILLA, which has effected a complete cure. I consider it a magnificent remedy for all blood diseases."

Ayer's Sarsaparilla

stimulates and regulates the action of the digestive and assimilative organs, renews and strengthens the vital forces, and speedily cures Rheumatism, Neuralgia, Rheumatic Gout, Catarrh, General Debility, and all diseases arising from an impoverished or corrupted condition of the blood, and a weakened vitality.

It is incomparably the cheapest blood medicine, on account of its concentrated strength, and great power over disease.

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THIS PAPER may be found on file at Geo. P. Rowell & Co's Newspaper Advertising Bureau (10 Spruce St.), where advertising contracts may be made for in NEW YORK.

In predicting the extension of suffrage to women, we do not regard it as the granting of a privilege or concession of a right, but as a duty to be imposed. We are not surprised that women do not wish for it, as if it were an enjoyment or luxury, for very few intelligent men consider it so. Those only desire it who see its great uses, and women would vote, as men do, from sense of duty, to discharge a social and moral responsibility, from which, when the right of voting is given, they would not be able to escape, and we have no doubt that they would vote as generally, at least, as the men, and as intelligently.

The work an unknown good man has done is like a vein of water flowing hidden underground, secretly making the ground green. It flows and flows, it joins itself with other veins and veinlets; and one day it will start forth as a visible perennial well.

Ignorance and weakness are dangerously near to wickedness.

THE "Art Interchange" of March 15 contains the most beautiful designs ever offered for the use of amateur and art students. Two exquisitely designed heads for plaque decoration, form the supplement. In the body of the paper are designs for different kinds of artistic metal work, such as vases, flower stands, &c. A beautiful drawing by the well-known artist, W. H. Lippincott, shows a bit of landscape with a milkmaid waiting for the cows, which slowly wend along the lane.

All subscribers to the "Art Interchange" are entitled to the privilege of asking advice on topics connected with art, literature and etiquette.

Published at 140 Nassau Street, N. Y. Subscription price, \$2. Sample copy and catalogue of other publications sent on receipt of six cents in postage stamps.

THE Ohio & Mississippi Road has come out of the Ohio and Indiana floods with a record that has not been surpassed. During all the time, Mr. Peabody, the General Superintendent, was always on the alert, in the front with his men, and through his personal exertions sent his express trains out regularly. Notwithstanding part of the track was flooded, connection was made by river transportation and passengers were sent through to their destination. The Superintendent is one of the most popular railroad officers in the West, and is a favorite with all employees of the company.

The Chicago, Burlington & Quincy Railroad Company have just issued an illustrated treatise, "The Heart of the Continent," which our teachers will do well to send for. They will find a world of valuable information in it, with which to reinforce in a practical way the lessons in geography. The book describes the wonderful growth of the Six Great States. It is beautifully printed, and numerous engravings of high merit adorn its pages. Any one sending their name and address with two three-cent postage stamps will receive a copy by return mail, by applying to Perceval Lowell, General Passenger Agent, Chicago, Ill.

There is to be a Grand Excursion to California May 1st, via Chicago & Alton R. R., through Kansas, Colorado, New Mexico and Arizona. Rate, \$125 for round trip. For full particulars call on or address S. H. Knight, 117 North Fourth Street, under Platt's House, St. Louis.

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The School Herald Extra. For September, 1881.

Contains questions and answers on the History of the World for 1881-82; also an appendix, "How to teach Current History." "Essays in Current History," with two examples from the narrative of the Egyptian War. Illustrated by four maps, representing the Grecian boundary, the scene of the recent Herzegovinian War, the Lena delta and the delta of the Nile. Upward of 50,000 of the first edition of this work were sold for use at the summer institutes. The second edition is enlarged and adapted more especially to school use, to introduce the important study of the History of To-day. As a brief record of the year, to be kept for future reference, it is invaluable.

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Illinois Central Railroad.

TIME TABLE.

STATIONS	Train 1, Daily except Sunday	Train No. 3, Daily, with Through Sleeping Car Chicago to New Orleans.
Leave Chicago.....	8.40 a. m.	8.30 p. m.
Arrive Effingham.....	4.40 p. m.	3.55 a. m.
Arrive Odessa.....	7.10 p. m.	6.45 a. m.
Arrive Centralia.....	7.35 p. m.	6.10 a. m.
Leave Centralia.....	10.05 p. m.	6.15 a. m.
Arrive Cairo.....	4.05 a. m.	10.50 a. m.
Arrive Martin.....	7.40 a. m.	1.25 p. m.
Leave Martin.....	10.40 a. m.	10.15 p. m.
Arrive Nashville.....	7.30 p. m.	10.00 a. m.
Arrive Milan.....	9.10 a. m.	2.45 p. m.
Leave Milan.....	12.55 p. m.	3.30 a. m.
Arrive Memphis.....	4.15 p. m.	8.15 a. m.
Arrive Jackson, Ten.....	10.40 a. m.	4.00 p. m.
Leave Jackson, Ten.....	10.45 a. m.
Arrive Mobile, Ala.....	1.50 a. m.
Arrive Gr. Junction.....	12.45 p. m.	6.00 p. m.
Leave Gr. Junction.....	6.22 p. m.	6.22 p. m.
Arrive Memphis.....	8.30 p. m.	8.30 p. m.
Arrive Jackson, Miss.....	10.45 p. m.	3.21 a. m.
Leave Jackson, Miss.....	5.40 a. m.	5.40 a. m.
Arrive Vicksburg.....	8.00 a. m.	8.00 a. m.
Arrive New Orleans.....	7.15 a. m.	11.00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (38½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:30 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:30 p. m.

NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at Du Quoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

Respectfully,
A. H. HANSON,
General Passenger Agent.
THOS. DORWIN, General Northern Passenger Agent, Chicago.

O. E. RUSSELL, Traveling Pass. Agt., Chicago.
JOHN J. SPOULL, General Agt., New York

A SUGGESTION.

Editors American Journal of Education:
IN reading over the February number of the *American Journal of Education* I was pleased to notice, as I have in past numbers, the many practical suggestions it contained in reference to the intent and operation of the public school laws of the various States, and the many useful hints upon the conduct and management of our public schools, and the thought occurred to me, why not have our teachers use the *Journal* as a sort of text-book in the schools, and thus bring directly before the mind of the pupil what is most needed, a knowledge of the object of the school law, its operation and manner of execution?

It is evident the result of this practice would be: 1st. To give the youth who are educated in the public schools a practical knowledge of the school law, its objects and benefits.

2d. It would lead them into a field of thought and action, where they have never before entered.

3d. It would be a sort of preparatory department to fit them for comprehending the obligation of the State to educate its wards.

4th. It would result in uprooting a good deal of the present conservatism which like a pall hangs over our public schools to retard their growth and development.

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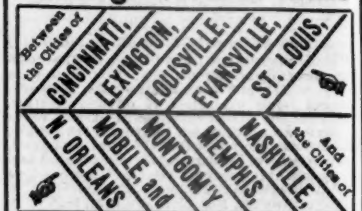
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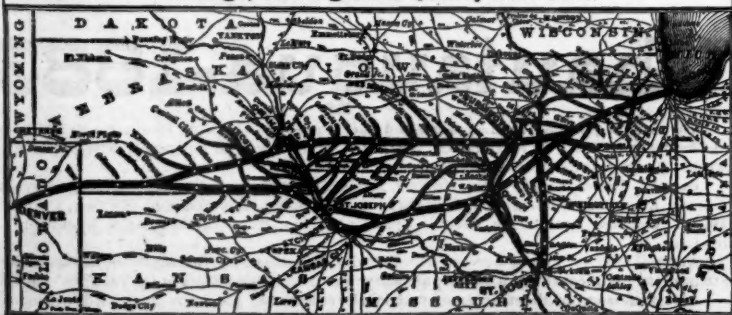
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